IMPROVING CHARACTER BASED READING BY APPLYING PQ4R METHOD OF THE TENTH YEAR STUDENTS OF SMK NEGERI 4 KLATEN IN ACADEMIC YEAR OF 2021/2022

S-1 THESIS

This Thesis is submitted as a partial fulfillment of the requirements for obtaining an Undergraduate Degree in English Education Study Program

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PRONUNCEMENT

This is to certify that I, myself write this thesis entitle "IMPROVING CHARACTER BASED READING BY APPLYING PQ4R METHOD OF THE TENTH YEAR STUDENTS OF SMK NEGERI 4 KLATEN IN ACADEMIC YEAR OF 2021/2022"

Is not plagiarism or made by others. Anything related to others' work is written in quantitation, the source of which is listed in bibliography.

If then the pronouncement proves incorrect, I 'am ready to accept academic, punishment, including with the drawl or cancelation of my academic degree.

Klaten, June 2022

Marlina Ragil Saputri

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PRESENTATION

This thesis is decided to:

1. My beloved mother Ngatemi and my beloved father Ismanto.

   "Thank you for your support, motivation, and prayers all this time to be able to finish this thesis."

2. My beloved sisters and brothers.

   "Thank you for your motivation and support that is always given to me."

3. My beloved friends (Miftakhul Nur A, Yulia Ageta K, Seyla Purwaningsih H, Rosita Vima, Maya Puspita S)

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"Tuhan telah memasang tangga di hadapan kita, kita harus mendakinya, setahap demi setahap."

Jalaludin Rumi

"The only way to do great work is to love what you do."

Steve Jobs

"Dan barangsiapa bertakwa kepada Allah, niscaya Dia menjadikan kemudahan baginya dalam urusannya."

(At-Talaq: 4)

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8. X PH of SMK Negeri 4 Klaten in the academic year of 2021/2022 who has participated in this research.

The researcher realizes that this thesis is far from perfect. Therefore, the writer would accept correction, suggestion, and criticism from the readers to make this thesis become perfect. The writer hopes that this thesis will be useful for the writer herself and all the readers. It can be used as a real contribution to the improvement of teaching English.

Klaten, 2022

Marlina Ragil Saputri

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LIST OF ABBREVIATIONS

Abbreviation	**Explanation**
CAR	Classroom Action Research
ET	English Teacher
R	Researcher
S	Students
PQ4R	Preview, Read, Reflect, Recite, and Review
KKM	*Kriteria Ketuntasan Minimal (KKM)* or the minimal mastery level criterion.
X PH	The class of the tenth year of Major in Hospitality (*Perhotelan)*
SMK	Vacational High School (*Sekolah Menengah Kejuruan)*

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ABSTRACT

MARLINA RAGIL SAPUTRI, Student's Number. 1811200003, English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University Klaten. 2022. Thesis. ***Improving Character Based Reading by Applying PQ4R Method of the Tenth Year Students of SMK Negeri 4 Klaten in Academic Year of 2021/2022.***

This research aimed to verify whether PQ4R method can improve character based reading of the tenth year students of SMK Negeri 4 Klaten in academic year 2021/2022.

This research was conducted by Classroom Action Research (CAR). The technique of collecting the data by observation, test, questionnaire, interview and documentation of the teaching and learning process of the tenth years students of SMK Negeri 4 Klaten in academic year of 2021/2022. The sources of the data are event, informants, and document. The technique of analyzing the data uses statistical technique in the form of mean.

The result of the data analyzing seen that the students competence in character-based reading was increased. From the preliminary study, the scores of students' reading was 70.05; in cycle I was 48.01; and cycle II was 74.04 with KKM (the minimal mastery level criterion) was 70.00. On the other side, the mean score of students' character assessment was not increased, from the preliminary study was 2.96; in cycle I was 2.87; in cycle II was 2.69.

Key Word : *PQ4R, Reading, Character, CAR.*

CHAPTER I

INTRODUCTION

In this chapter, it comprises the background of the study, the reason for choosing topic, the limitation of the study, the problem of the statement, the aim of the study, the use of the study, the clarification of key terms, the organization of the study.

A. The Background of the Study

Reading is the ability to help people get meaning from texts. According to (Johnson, 2008: 3), reading is the practice of using text to create meaning. Therefore, reading is an activity to obtain meaning in the text that has been understood from the entire text that has been read.

Harrison (2004: 3) argues that the importance of reading is not only related to the development of knowledge but also related to people thinking capability. The development of moral, emotional, and verbal intelligence is the basic for the ability to think in a person. In addition, these developments could be determined what a person would be looking like in the future. Therefore, reading is important for every student, especially both to increase knowledge a lot and to develop students' ways of thinking related to moral development, emotion, and verbal intelligence. According to Rumainah (2018: 62), the other factors that influence their reading comprehension are reading motivation and habit of reading. Teachers of SMK Negeri 4 Klaten have a great responsibility to their students by providing motivation, so that students have reading habits that would be improved reading skills.

In this study, the competency standard curriculum used at SMK Negeri 4 Klaten, especially in class X PH which the researcher research was the curriculum 2013. The curriculum 2013 learning activities include learning activities to observe, ask questions, collect information, analysis, and communicate what has been found in the analysis activity. By using the PQ4R method, it can reflect the curriculum 2013 which allows students to carried out learning activities such as observe, ask questions, collect information, analysis, and communicate what has been found in the analysis activity.

Based on the results of research that has been carried out, that the process of learning English in class X PH SMK Negeri 4 Klaten still has several obstacles to foster student interest in English, especially in reading. In fact, the class are poorly managed due to several factors. This can be related to students' reading skills which can be said that students' reading comprehension is less when the teacher teach reading skills. The class situation was noisy, students could not respond well when the teacher taught reading skills. Students pay less attention to the lesson well because the teacher provided an inappropriate method to students which causes students reading motivation to be low, so that students have less vocabulary.

In addition to the problems above, there are also some situational problems in the classroom. Problems with the situation in the classroom as follow: (1) Students are not active, this can be seen when students are asked by the teacher to practice in class and then students are silent, (2) students are only passive in class and do not give teacher responses during the learning process, and (3) The classroom situation is very noisy when students are asked to do assignments. This makes some students

have a low Minimal Mastery Level Criterion (KKM). Minimal Mastery Level Criterion (KKM) in class X PH is 72.

All of the above problems might be caused by some factors, as follows: (1) teachers rarely use media to support the reading learning process, (2) teacher still use conventional learning which makes students uninterested in the reading learning process, (3) students do not like reading, because they are not interested in the learning process, thus making students have low level vocabulary in understanding certain texts, and (4) some students do not check the dictionary when they found difficult vocabulary.

Based on the results of observation, interview and students' score, the researcher found that students still had low reading skills. The teacher provide information to researcher about student scores, from the results of students' score, the researcher know that some students still get score less than the have a low Minimal Mastery Level Criterion (KKM) in the reading learning process. Therefore, the teacher must be able to choose the appropriate method in order to build the students' enthusiasm in learning reading.

In this study, the researcher has solved the problem in teaching and learning reading in the class by classroom action research. The researcher conducted PQ4R (Preview, Question, Read, Reflect, Recite, and Review) method to improve and solve teaching and learning reading. One of the effective and innovative teaching and learning methods that make students

active in reading and could be improved their reading skill by using PQ4R (Preview, Question, Read, Reflect, Recite, and Review).

According to Pehofer and Roy (2003: 7) in Shoaib, et al (2016: 148), PQ4R strategy is an efficient strategy which facilitates and involves students during teaching learning process. Based on this statement, an efficient strategy to facilitate and involve students in the teaching and learning process of reading is the PQ4R method. By using the PQ4R method, students not only learn about reading materials, but also learn how they improve skills in the teaching and learning process of reading.

Based on the explanation above, the researcher conducts a field research at the tenth year students of SMK N 4 Klaten in academic year of 2021/2022. Therefore, this research is entitled **"Improving Character Based Reading by Applying PQ4R Method of the Tenth Year Students of SMK Negeri 4 Klaten in Academic Year of 2021/2022".**

B. The Reason for Choosing Topic

The researcher has chosen this topic to improve the students' reading skill by applying PQ4R method:

1. Mastery of reading used to enrich students in reading activities, to get all the information contained in the reading and to increase knowledge in reading.
2. PQ4R method is used to help students who are still having difficulties in learning reading.

C. The Limitation of the Study

This study was focused on improving students' character based reading by applying PQ4R method to the tenth year students of SMK Negeri 4 Klaten in academic year of 2021/2022.

D. THE PROBLEM OF THE STATEMENT

In this research, the researcher would like to discuss the problem of study, it can be as follows:

1. How can PQ4R method improve the competence of character based reading of the tenth year students of SMK Negeri 4 Klaten in academic year of 2021/2022?
2. How can PQ4R method improve the process of teaching and learning character based reading of the tenth year students of SMK Negeri 4 Klaten in academic year of 2021/2022?

E. THE AIM OF THE STUDY

1. To verify if PQ4R method can improve the competence of character based reading of the tenth year students of SMK Negeri 4 Klaten in academic year of 2021/2022.
2. To verify if PQ4R method can improve the process of teaching and learning character based reading based on observation, test, questionnaire, interview and documentation to the tent year students of SMK Negeri 4 Klaten in academic year of 2021/2022.

F. THE USE OF THE STUDY

The result of the study was expected to be useful both theoretically and practically as follows:

1. The Theoretical Use

   It can be used to enrich the repertoire of character based teaching and learning theory.

2. The Practical Use

   It can be used as a teaching method for teachers for other schools who still have reading difficulties.

G. THE CLARIFICATION OF KEY TERMS

To clarify the meaning of the title, the researcher would like to describe the key terms as follows:

1. Improving

Improving is to become better than before (Hornby, 2005: 781). In this study, using the PQ4R method is a means to improve students' reading skills for the better in the tenth year students of SMK Negeri 4 Klaten in the academic year 2021/2022.

2. Reading

Reading is the practice of using text to create meaning (Johnson, 2008: 3). In this study, reading is an activity that would be carried out using text and has the aim of creating meaning in the reading process.

3. Character Based Reading

According to Naomi and Stainthrop (2006: 53), reading is not enough; it is essential that children have the language skills necessary utilize the product of their decoding so that they do not just read accurately but with comprehension and enthusiasm. Reading comprehension using characters is a learning process in reading that could be used their intelligence to be able to understand the text. In this study, learning to read comprehension using characters in the tenth year students of SMK Negeri 4 Klaten in the academic year 2021/2022 has a very important role in reading comprehension activities that have good characters such as attitudes, behavior, motivation, and skills in teaching and teaching learning to read.

4. PQ4R

According to Donndelinger, et al in Sarimanah (2016: 75), PQ4R is a method of reading in metacognitive strategies. Metacognitive reading included the following steps, they are: Previewing, Questioning, Reading, Reflecting, Reciting, and Reviewing (PQ4R). In this study, PQ4R is a metacognitive strategies in reading, including Previewing, Questioning, Reading, Reflecting, Reciting, and Reviewing, which allows students to preview, ask, read, reflect, recite, and repeat reading material that would be understood in learning to read, by mastering it in its own way. In reading comprehension activities, the English teacher at SMK Negeri 4 Klaten using the PQ4R method.

H. THE ORGANIZATION OF THE STUDY

In order to facilitate the thesis arrangement, the researcher organizes the report into five chapters. This study consists of five chapter as follows:

Chapter I Introduction. It consists of background of the study, the reason for choosing topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is Review of Related Literature. It consists of previous studies, position of the study, theory of reading, theory of PQ4R, theoretical framework, and action hypothesis.

Chapter III is the Method of Study. It deals with the meaning of method, the strategy of the research, the data and source of data, the technique of collecting the data, the validity of data, the procedure of the action, and the analysis of data.

Chapter IV is the Result of the Study. It consists of the data analysis and discussion of the findings.

Chapter V is Conclusion. It consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to take conclusion based on the research that had been carried out. It also explained about suggestion for students, teacher and the other researcher. This chapter consists of two parts. It could be said as a conclusion and suggestion.

A. Conclusion

1. How can PQ4R method improve the competence of character based reading of the tenth year students of SMK Negeri 4 Klaten in academic year of 2021/2022? The improvement of students' competence could be seen by the increase of students' score in reading test. The result of students' score of reading skill in precycle was 70.05, the result of students' score of reading skill in cycle 1 was 48.01; and the result of students' score of reading skill cycle 2 was 74.04. It could be seen that the result of students' score of reading skill in precycle was greater than the result of students' score of reading skill in cycle 1. The result of students' score of reading skill in cycle 1 was less than the result of students' score of reading skill in cycle 2. The result of students' score reading skill cycle 2 was greater than the result of students' score of reading skill in precycle.
2. How can PQ4R method improve the process of teaching and learning character based reading of the tenth year students of SMK Negeri 4 Klaten in academic year of 2021/2022? The improvement of process

of teaching and learning could be seen by increase the students' score in students' character. The result of students' character assessment in precycle was 3.06, the result of students' character assessment in cycle 1 was 3.02, and the result of students' character assessment in cycle 2 was 2,84. The resultof students' character assessment could be seen in the following explanation. The result of students' character assessmen in precycle was more than the results of the student character assessment in cycle 1. The results of student' character assessment in cycle 1 was more than the result of student' character assessment in cycle 2. So, this study can be concluded that the PQ4R method can improve character based reading of the tenth year students of SMK Negeri 4 Klaten in academic year of 2021/2022. It can be concluded that PQ4R can improve students' reading skill.

B. Suggestion

Based on the conclusion above, the researcher give some suggestion to the students, teacher and future researcher.

1. The Teacher

Teachers are expected to be more creative in the learning and teaching process such as developing teaching materials in order to encourage students to be more active in the learning and teaching process, so as to improve learning activities in the classroom. In addition, teachers must be able to provide variations in learning in the classroom,

such as using new methods so that the class is more lively and students easily accept the material provided by the teacher with new methods.

2. The Students

   Students must be able to increase their experience in mastering teaching materials in the learning process, so that if students encounter difficulties in learning, it will be easier for students to overcome them. Students must also increase their motivation to be even more enthusiastic in the learning process. By PQ4R method (Preview, Read, Reflect, Recit, and Review) method students will have good reading skills, so that students can overcome reading difficulties using the PQ4R method (Preview, Read, Reflect, Recit, and Review).

3. The other researcher

   The writer realizes that this research is still far from perfect. Hopefully the results of this study can be used as additional references for other research.

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